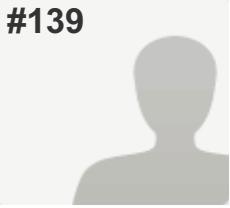


#139

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 8:40:39 AM**Last Modified:** Monday, August 01, 2016 9:20:10 AM**Time Spent:** Over a month**IP Address:** 209.56.196.2

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<b>Q1: Name of School District:</b>	North Linn Community School District
<b>Q2: Name of Superintendent</b>	Karl Kurt
<b>Q3: Person Completing this Report</b>	Sue Russ

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<b>Q4: 1a.Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q5: 1b. To what extent has this goalbeen met?</b>	<i>Respondent skipped this question</i>
<b>Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>
<b>Q7: 2a.Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q8: 2b. To what extent has this goalbeen met?</b>	<i>Respondent skipped this question</i>
<b>Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>

**Q10: 3a.Local TLC Goal**

To reward professional growth and effective teaching by expanding and strengthening our district leadership teams.

**Q11: 3b. To what extent has this goalbeen met?**

(no label)

Mostly Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

How have we expanded and strengthened our district leadership teams?

Our plan included the following:

Three New Teacher Roles:

1 - 1.0 FTE TK-5 Instructional Coach

1 - 0.5 FTE 6-12 Reading Across the Content Areas Instructional Coach

1 - 1.0 FTE TK-12 Technology Integrationists Instructional Coach

## Impact of TLC Plan - 2015-2016

Expanded Roles and Responsibilities of Three District Leadership Teams (18 roles)

Elementary TK-5 Literacy Team - four members

Secondary 6-12 Literacy Team - six members

TK-12 Technology Team - eight members

21 Teacher Leaders represent 42% of North Linn's teaching staff.

Our first year of implementation included the following:

Three New Teacher Roles:

1 - 1.0 FTE TK-5 Instructional Coach

1 - 0.5 FTE 6-12 Reading Across the Content Areas Instructional Coach

1 - 1.0 FTE TK-12 Technology Integrationists Instructional Coach

Expanded Roles and Responsibilities of Three District Leadership Teams (12 roles)

Elementary TK-5 Literacy Team - five members

Secondary 6-12 Literacy Team - three members

TK-12 Technology Team - four members

15 Teacher Leaders represented 30% of North Linn's teaching staff. Even though our plan indicated hiring 21 teacher leaders, those hired served our district well in their roles. As a district, we did meet the state requirement of 25% of our teachers serving in Teacher Leadership positions.

Survey Feedback Regarding Professional Development:

The knowledge/skills I am asked to develop are relevant to me.....

Strongly Agree - 16.7%, Agree - 64.3%, Somewhat - 14.2%, Disagree - 4.8%

My school provides opportunities and support to grow as a professional.....

Strongly Agree - 26.2%, Agree - 61.9%, Somewhat - 11.9%

Professional Development activities were meaningful and required me to reflect on my current teaching practices and enabled me to grow as a professional.....

Strongly Agree - 14.3%, Agree - 50%, Somewhat - 31%, Disagree - 2.4%, Strongly Disagree - 2.4%

Instructional coaches and leadership team members collaboratively planned professional development activities focused on staff needs. We will use results from student data analysis and staff survey feedback as leadership teams move forward with planning for the 2016-2017 school year.

The following roles have been filled for the 2016-2017 school year:

Three Instructional Coach Roles:

1 - 1.0 FTE TK-5 Instructional Coach

1 - 0.5 FTE 6-12 Reading Across the Content Areas Instructional Coach

1 - 1.0 FTE TK-12 Technology Integrationists Instructional Coach

Three District Leadership Teams (18 roles)

Elementary TK-5 Literacy Team - six members

Secondary 6-12 Literacy Team - five members

TK-12 Technology Team - seven members

21 Teacher Leaders will represent 42% of North Linn's teaching staff and meets the state requirement of 25% of our teachers serving in Teacher Leadership positions.

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### Q13: 4a. Local TLC Goal

To increase student achievement by improving instruction

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### Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

What does our student achievement data tell us?

Percent of Students by Grade Level Proficient - Midyear Testing National Standard Score  
Reading Subtest: Iowa Assessments

Year	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
2015	85.1	92.3	85.7	84.8	85.7	75.9	75	77.6	88.4	88.9	73.9
2016	97.2	88	77.8	83.4	93.2	87.3	78.6	78	84.2	83.7	76.5

Percent of Students by Grade Level Meeting Spring Growth Target Reading Subtest  
Northwest Evaluation Association's Measure of Academic Progress Assessments

Year	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	District
2015	43.6	54.8	69.6	78.2	59.6	61.5	26.8	54.8	42.3	54.65
2016	68	48.6	75.6	68.2	70.4	67.9	73.5	55.4	46.3	64.32

Universal Screening - FAST Data

Percentage of Students by Grade Level Meeting or Exceeding the Screening Cut Scores

	K	1st	2nd	3rd	4th	5th	6th	
Fall		83.8	89.7	70	72.2	68.3	91.5	76.4
Midyear		88.9	94.6	70	85.7	85.7	95.5	76.4
Spring		78.4	92.1	66.7	86	86	95.5	85.5

At this point in time, the only North Linn average ACT scores available are prior to our TLC implementation. We will look at the new scores and do comparisons when they arrive in August.

In analyzing our percentage of students proficient on the reading subtest of Iowa Assessments, we have had growth in some grade levels and there is room for improvement in other grade levels. The same is true when analyzing the percentage of students who met their spring growth targets on NWEA's Measure of Academic Progress for the reading subtest. When analyzing our Universal Screening - FAST data, all grades except for kindergarten and second grade increased the percentage of students meeting or exceeding the screening cut scores. During the 2016-2017 school year we will be adding the IGDIs assessment for our preschool students as well as adding the FAST screeners for our 7th and 8th grade students.

Currently our biggest area of concern is our group of second graders who will be entering third grade next year. We have structures in place for the upcoming year that will enable our elementary instructional coach to engage in a year-long coaching cycle with our third grade teachers to provide targeted, explicit instruction focused on these students' individual needs.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

To bolster the elementary literacy Multi-Tiered System of Supports (MTSS) Program (formerly Response to Intervention - RTI)

**Q17: 5b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

How often did our teachers meet with our elementary instructional coach?

\*Four teachers or 31% of the elementary staff engaged in observations 1-2 times per week for about 6 weeks with the instructional coach.

\*50% of our staff were engaged in co-planning for MTSS including middle school staff.

\*Six individual teachers co-planned 1-2 times per week throughout the year.

\*Middle school teachers met 6 times throughout the year as a team to analyze data and plan strategies to support MTSS

\*The elementary leadership team met 5 times throughout the year to collaboratively plan literacy professional development

\*Grade level teams met with the instructional coach periodically to analyze data and discuss next steps for interventions.

\*We had no elementary teachers engaged in co-teaching during the year.

\*100% of our elementary classroom teachers engaged with the instructional coach to support literacy through data analysis and instructional planning

\*Nine teachers engaged in coaching cycles throughout the year to support various areas of their instruction.

\*Light coaching was ongoing with all teachers during the 2015-2016 school year and consisted of finding resources, analyzing data, offering suggestions, and providing materials depending on individual student and/or teacher needs.

The information gathered on our staff surveys did not provide information specifically about observations, co-planning and co-teaching. This information will be added to staff surveys during the 2016-2017 school year so we have a systematic way for collecting this data. The survey provided feedback about the development of interactions between the teachers and instructional coaches.

Although our focus for elementary literacy was MTSS, the teachers ultimately decided which areas they wanted to focus on and this created a broader scope of interactions outside the time designated for MTSS in our literacy schedules. Support provided to teachers for core literacy instruction contributed to the efforts to better serve our students who required interventions.

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**Q19: 6a. Local TLC Goal**

To provide additional support at the secondary level with reading across the content areas

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**Q20: 6b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

How often did our teachers meet with our secondary instructional coach?

\*Six teachers engaged in regular coaching cycles throughout the year and observations occurred anywhere from once a week to once every two weeks depending on teacher needs and focus.

\*Light coaching was ongoing with all teachers during the 2015-2016 school year and consisted of finding resources, analyzing data, offering suggestions, and providing materials depending on individual student and/or teacher needs.

\*Middle school teachers met 6 times throughout the year as a team to analyze data and plan strategies to support MTSS

\*The elementary leadership team met 5 times throughout the year to collaboratively plan literacy professional development

\*Few classroom observations occurred beyond the instructional coach observations.

The information gathered on our staff surveys did not provide information specifically about observations, co-planning and co-teaching. This information will be added to staff surveys during the 2016-2017 school year so we have a systematic way for collecting this data. The survey provided feedback about the development of interactions between the teachers and instructional coaches.

Although our secondary focus was reading across the content areas, the teachers ultimately decided which areas they wanted to focus on and this created a broader scope of interactions with staff. We worked on a variety of strategies at the secondary level including reading across the content areas, student engagement, meaningful/purposeful instruction, and engaged in data analysis in order to better serve the student population in individual teacher's classrooms. When looking at providing additional support for reading across the content areas our Spring MAP scores significantly improved from Fall to Spring in grades 6, 7, & 8. Grades 9, 10, & 11 made growth as well.

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Our TLC plan was created collaboratively with a variety of stakeholders and included components that we need to more mindful of during the 2016-2017 school year. We are proud of the work that has been accomplished; however, we are well aware of the opportunity for growth during the upcoming year. The following items will be addressed during year two of North Linn's TLC implementation:

1. Scheduling dedicated time for our elementary and secondary instructional coaches to work with our technology integrationists to determine best practices of technology integration across all grade levels. (This did not happen during 2015-2016.)
2. Include observations, co-planning, and co-teaching sections on staff surveys to systematically collect this data.
3. Explicitly engage in a year-long coaching cycle with third grade teachers to meet the needs of our most struggling students. Compare third grade growth/proficiency achievement data with grade level data of less intensive coaching support.
4. Provide a structured approach for peer review conversations focused on student achievement and increased teacher effectiveness. (The process was not formal enough during 2015-2016.)
5. Scheduling dedicated time to provide a structure for peer conversations between Regular education and Special education teachers to ensure continuity of instructional strategies and interventions.
6. Complete and score ourselves on the Iowa Professional Development Model District/Building Profile to focus professional learning opportunities and improve instructional practice. (This did not happen during 2015-2016.)

We will need to submit an official plan change regarding the support of our new teachers. Working in collaboration with the Grant Wood AEA Induction Consortium was not a good fit for North Linn. During the 2016-2017 school year we will be using the Journey to Excellence Mentoring Program with our new teachers and mentors.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

First year implementation of North Linn's TLC plan has impacted our district in the following ways:

1. Weekly TLC meetings between instructional coaches and TLC lead provided a structure to reflect on things going well, things needed improving, and identifying next steps for moving forward throughout the 2015-2016 school year. Principals joined these meetings once per month to keep lines of communication open and offer insights as well.
2. As the year progressed, recognizing that our teachers had needs beyond MTSS at the elementary level and reading across the content areas at the secondary level and being flexible enough to support the needs of our teachers focused on improving instruction which in turn led to increased student achievement.
3. Having our elementary instructional coach and secondary instructional coach work with middle school teachers to replicate the MTSS elementary structure at the middle school level. Both instructional coaches provided expertise that enabled our middle school teachers to offer MTSS support at the middle school level for the first time in our district.
4. Our secondary instructional coach met with one of our science teachers at the beginning of the year to discuss ways to get her "reluctant" students engaged with the material being taught. This started out as a "Let's see what happens" on the part of our science teacher and evolved into a year-long coaching opportunity. Many strategies were implemented and the shift in student engagement over the course of the year was phenomenal.
5. The implementation of TLC has improved the quality of conversations and improved our focus on securing the proper supports for our students who are not meeting benchmark.
6. The TLC funding has made it possible for us to offer instructional coaching support across all grade levels and in all content areas focused on improving classroom instruction. Without this funding, it would be much more difficult for us to provide the necessary supports needed to improve classroom instruction which leads to increased student achievement.
7. And so our journey continues...."Good, better, best....never let it rest until our good is better and our better is best." Continuous improvement each step along the way!!

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.